

Year 6 E.S.L. Assessment (using ESL Scales*)

* refer to **ESL Scales levels** to give you the full range of pointers in the areas of Communication, Language and Cultural Understanding, Language Structures and Features and Strategies.

For Grade 6 students to be achieving **sound** Stage 3 outcomes in the English syllabus, they need to be achieving **Level 8** outcomes in Oral Interaction and **Level 7** outcomes in Reading/ Responding and Writing. (refer to K-6 English Syllabus document)

Assessment Pointers:

Oral (Level 8)

8.1 Communication

- Understand English at normal speed (instructional TV programs, TV news programs).
- Follow a complex argument on familiar topics or themes and ask appropriate and relevant questions (radio tapes, talks).
- Extrapolate the main organising categories of information from a spoken text.
- Define the nature and purpose of information being sought before listening or viewing.
- Evaluate the quality and validity of information gained from spoken communication.
- Use English for a range of complex problem-solving activities (planning a journey using maps, tourist brochures and timetables).
- Negotiate a solution to a complex issue (complain to a person in authority, explaining the situation, suggesting a course of action).
- Elicit open-ended responses to questions.
- Participate in formal class debates.
- Elaborate on themes and issues in discussions (put forward an argument that takes account of opposing points of view in a discussion).
- Engage in lengthy conversations on less predictable topics with native speakers and peers.
- Pose problems, hypothesise and formulate questions about abstract issues (development vs conservation).
- Give an extended explanation and evaluation of a concept, issue or process, handling questions appropriately (leisure, racism, transport system).
- Use questions to change the direction of a discussion or to introduce a new perspective.
- Take a leading role in group project activities (by determining objectives, planning time frame, organising work).

8.2 Language and Cultural Features

- Identify the effects of devices such as rhythm, metaphor and repetition.
- Identify implied meanings from spoken language (innuendo, racist attitudes).
- Understand and use conventions in English relating to such things as assertiveness, politeness and reasonableness.
- Show awareness of the way language shapes our perception of self and others (use non-sexist and non-racist vocabulary).
- Demonstrate understanding of cultural norms relating to gender inclusivity (give a talk about sport to a mixed audience using examples from both male and female sports).

8.3 Language Structures and Features

- Use formal conventions associated with public speaking (hosting, welcoming, chairing, summing up, proposing a vote of thanks).
- Participate in conversations with native speakers involving changes of topic and register.
- Use a range of modality and modulation (perhaps, clearly, obviously, must, should, right to).
- Use a range of emotive and persuasive terms (appalling, shame, unacceptable).

- Use third order conditionals with some degree of accuracy ('If I had understood the text I would have answered the question').
- Understand and use embedded sentences ('The Buddhist, who lived in a monastery,...').
- Use perfect tense verb forms appropriately ('I have been in Australia since...').
- Understand and use passive voice ('The homework has been done').
- Demonstrate variable correct use of articles and prepositions.
- Sustain correct use of tenses throughout a spoken text.
- Speak English that is still accented but not to a degree that interferes with comprehensibility.

8.4 Strategies

- Seek out reliable sources as models for good English.
- Discuss uses of English with teachers.

Reading (Level 7)

7.5 Communication

- Critically evaluate information from the media (newspapers, magazines and advertising material).
- Identify a range of culturally-based values and perspectives in texts reflecting author attitudes and bias (gender stereotypes, persuasive language).
- Refer to the text to support a point of view.
- Identify ancillary themes that contribute to the development of a text (plot, subplot).
- Distinguish between main and ancillary themes in factual and fictional texts.
- Interpret a text on more than one level (read between the lines).
- Identify key assumptions underlying a text.
- Identify contradictions in a text.
- Identify some issues and implications arising from a text.
- Describe aspects of an author's stance or position on the basis of the text.
- Discuss different interpretations of a text (agree or disagree with an author's point of view).
- Summarise the viewpoints represented in different texts.
- Identify what is required from complex task instructions (compare and contrast, explain and discuss in essay questions).
- Investigate relevant and reliable sources of information.

7.6 Language and Cultural Understanding

- Identify author's world view (writer with a pessimistic outlook on human nature as reflected in a short story).
- Show understanding of some key cultural attitudes, beliefs and values underlying issues and language identified in texts (the quarter acre block, the one day of the year, the Dreaming).
- Respond to subtle humour and some less common idioms and metaphors.
- Recognise that argument in most English texts is developed in a linear and economical fashion and contrast with own culture.
- Identify misinterpretation of a text due to the reader's cultural background or experiences.
- Recognise that even factual material can be differently interpreted and acknowledge alternative interpretations of text.
- Identify that different subject areas use different perspectives and organisation when treating the same events, topics or issues (economics and history texts about the same event).
- Identify the level of reader assumed by an author (a text presupposing a non-specialist reader or an expert).

7.7 Language Structures and Features

- Identify relationships between paragraphs (track the development of information and ideas throughout a text).

- Extrapolate from a text its main organising categories and structures of information (problem/solution pattern).
- Recognise complex cohesive markers used to link ideas within and across sentences (although, nevertheless).
- Identify key words and phrases developing the major or minor themes of a text (e.g. by highlighting).
- Identify the features of persuasive language designed to manipulate the reader (selection of vocabulary, emotive language, persuasive techniques, appeal to audience in advertising).
- Identify the language used for concealment (evasion jargon, ambiguity).
- Identify the language used to convey mood and feeling in a text (selection of vocabulary, imagery or metaphor).
- Recognise language that signals opinion and qualifies argument (It is believed that...; Some would say...).
- Show understanding of 'dense' phrases used either as subjects or objects of a sentence (The result of this public concern has been a decline in the amount of packaging in landfills and incinerators).

7.8 Strategies

- Vary rate of reading for different purposes and text difficulty.
- Re-read and track cohesion within a text to verify understanding.
- Pause to think and review what has been read (ask questions of the text/teacher; assess knowledge gained after reading text).
- Define the purpose of the information being researched and the specific need of the information user before reading.
- Use knowledge from a reading of other texts to evaluate a new text on a related topic (scan the new text for new information only).
- Use dictionaries and glossaries to check shades of meaning and unfamiliar vocabulary.

Writing (Level 7)

7.9 Communication

- Write creative or reflective personal responses to a text.
- Sustain features of a given text such as characterisation, tone, mood and style (when completing an unfinished text).
- Support and develop a theme in a text (loneliness in a poem about old age).
- Experiment with complex time movements in plot (flashbacks, parallel plots).
- Show subtlety of expression through appropriate use of devices such as metaphor, imagery, humour and irony.
- Write texts reflecting a personal style.
- Write with some effect in a range of styles for classroom tasks and school audiences.
- Rewrite texts to suit own purposes (present information found in a report as a recount).
- Summarise and synthesise information from a number of sources and use the information in a text.
- Develop an argument with some recognition of opposing viewpoints (write an essay involving discussion, argument, counter-argument, as required).

7.10 Language and Cultural Features

- Adapt text types and vary style in writing to suit different contexts for individual purposes (creative use of writing and writing conventionally in different subject areas).
- Select suitable medium for intended message (choose to write a poem about home as opposed to writing an expository text).
- Relate arguments to relevant current issues.
- Demonstrate awareness that stereotyping should be avoided in characterisation.
- Write about values and beliefs assumed by an author in a written text.

- Include cultural references shared by the reader.
- Mimic or parody particular styles (write a fairy story set in modern times).

7.11 Language Structures and Features

- Define or redefine an issue or question to develop an argument.
- Qualify opinions and statements by using expressions as well as modals (it is certain that, it is likely that, it is possible that, it is generally accepted that; some might).
- Make complex comparisons in an argumentative text or in a discussion using appropriate phrases (is the largest, is similar to, not so useful as, rather than, instead of).
- Use irony or humour for effect.
- Use a variety of content-related words and phrases in a text.
- Demonstrate consistent control over subject-verb agreement.
- Write texts reflecting a range of tenses and appropriate use of active and passive voice ('Soang's family had moved to where they were told to go and worked as slaves for their new masters').
- Use the language of exemplification in writing about the significance of literary texts (this reveals, this symbolises, this shows evidence of).
- Use complex conditionals ('They would have gone if they had received the message on time').
- Use specialised language to define or describe abstract concepts ('The water cycle is the movement of water from the earth to the atmosphere').
- Demonstrate consistent control over noun-pronoun agreement, articles and mass count nouns, relative pronouns (who, whose, which, that), third person singular s, plural s and possessive s.
- Demonstrate consistent control over prepositions and prepositional phrases.

7.12 Strategies

- Change writing plan when editing to communicate more effectively (add, delete or move information).
- Edit at the whole-text level for coherence and focus.
- Edit text for precision and clarity (remove superfluous information from texts when rewriting).
- Check writing to ensure consistency of tenses.
- Engage the reader's attention or interest at the start of a text (write a provocative opening sentence).
- Review text to refine expression through vocabulary choice (use a thesaurus to find synonyms for words overused in a text).
- Mix tenses for creative or dramatic purposes.